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ABSTRACT

This workplace skills course on communicating effectively in a business setting is designed to help the non-native English speaker to communicate more effectively with clients, colleagues, superiors, and subordinates. Introductory material includes a course outline and objectives. The course consists of six sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, teacher tips, and information sheets and handouts. Topics covered in the sessions include the following: audiences and purposes; appropriate communication styles and tones; introductions; non-verbal cues and messages; different conversational styles; active listening skills; answering questions efficiently in question and answer sessions; and correct use of tenses of regular and irregular verbs. (YLB)

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ED 388 785

MERCER COUNTY COMMUNITY COLLEGE

TRENTON • NEW JERSEY

Communicating Effectively in a Business Setting

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P.R.I.D.E.

PEOPLE RETRAINING for INDUSTRY EXCELLENCE

CE 070 169

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Communicating Effectively in a Business Setting

Mercer County Community College
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Developed with funds from the United States Department of Education
National Workplace Literacy Program

1995

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WORKPLACE SKILLS TRAINING PHILOSOPHY

A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ.

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee's needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.

COMMUNICATING EFFECTIVELY IN A BUSINESS SETTING

COURSE OUTLINE:

This course will help the non-native English speaker to communicate more effectively with clients, colleagues, superiors and subordinates. The class will be taught using handouts, worksheets, role plays, dialogues and discussion. We will pay attention to American grammar and idioms. This will be an introductory class that will lead to further courses, for example, business and report writing.

OBJECTIVES:

Upon completion of this course, students will be able to do the following:

- identify who they communicate with at work and on what level
- identify audience and purpose
- use appropriate style and tone
- introduce themselves, their company and their services to new clients
- classify different behaviors
- identify non-verbal clues
- recognize different cultures' non-verbal messages
- understand different conversational styles
- use active listening skills
- use Prep. and Point/Counterpoint formulas to organize thoughts in different situations
- answer questions efficiently in Q & A sessions
- use tenses correctly of both regular and irregular verbs
- improve other language and grammar problems identified by the teacher and individual students

COMMUNICATING EFFECTIVELY IN A BUSINESS SETTING ◆ SESSION 1

OBJECTIVES:

In order to communicate more effectively, at the end of this session students will be able to do the following:

- define communication
- recognize the importance of their audience
- identify their own internal and external audiences at work
- identify and use different styles and tones for different situations

TOPICS:

- The Communication Exchange
- the importance of the audience
- identifying those we communicate with and how style and tone

METHODS:

- group discussion
- individual completion of exercises

EVALUATION:

- individual evaluation of how and with whom they communicate

MATERIALS:

- pre-class exercise
- handouts – The Communication Exchange
  Audience Analysis
  Style and Tone

TEACHER TIPS ◆ SESSION 1

- General introduction –
  what they do, what they hope to gain from the class, where their specific language problems lie.

- Use a tape recorder during role-plays. Give each student his/her own tapes. This builds their "portfolio" and gives the instructor the before and after assessment for the course.

- Communication Exchange –
  who they communicate with at work and on what level. Draw.

- Informal and formal conversation

- Importance of audience

- Importance of purpose

- Style and tone

COMMUNICATION EXCHANGE

Drawing

AUDIENCE ANALYSIS

A. Audience Identity:

Who? _____

Relationship to me? _____

Knowledge about topic? _____

Interest in topic _____

Additional background information: _____

_____

Probable questions: _____

_____

B. Probable Attitude and Personality

Attitude towards topic: _____

Possible objections: _____

_____

Attitude towards me: _____

Organizational Climate: _____

Probable reaction: _____

C. Expectations

Intended effect: _____

Which tone to pitch? _____

STYLE AND TONE

Once you have established the purpose of your communication and thought very carefully about the person/people you will be addressing, then you must think about **how** you will say it. Your whole message is more than understanding the dictionary definitions of the words you use.

Communicating effectively conveys how you wish to relate to your audience and what you want your audience to feel in response. You must choose what **style** is appropriate for the occasion. Should you be personal or impersonal, simple and direct or more complex and colorful, forceful or passive?

Remember:

- ◊ Your style has an impact on your audience
- ◊ Style communicates almost as much as the content of a message
- ◊ Style cannot be isolated from a situation
- ◊ There is no general style to fit all situations

N.B. There can be some overlap in these styles. This is a guide to help you, but in the end, it is up to you to decide how you say what you want to say.

For a forceful style – appropriate where the writer has power to give orders or to say no, firmly but politely to a subordinate.

- use the active voice
- don't beat around the bush. Say it directly.
- Write most sentences in subject-verb-object order. Don't weaken sentences by relegating the action to a subordinate clause: " Mike was offered the job, although the competition was intense," not "Although Mike was offered the job, the competition was intense."
- be confident. Avoid words like possibly, maybe, perhaps, some might conclude that

STYLE AND TONE

For a passive style – appropriate in negative situations and where the writer is subordinate to the reader.

- avoid the imperative
- occasional use of the passive: "Valuable time is being wasted" instead of "You are wasting valuable time."
- use words like possibly, maybe, perhaps, some might conclude that

For a personal style – appropriate in good news and persuasive action/request situations.

- use the active voice
- use personal pronouns (particularly you and I) and people's names, instead of titles
- uses short sentences that give the rhythm of ordinary conversation
- direct questions to the reader
- add positive personal thoughts and references to reinforce that this is not some type of form letter, sent to lots of others

For an impersonal style – appropriate in negative and information conveying situations. (Also in technical and scientific writing)

- avoid using people's names and personal pronouns
- use the passive voice
- make some of your sentences complex and some paragraphs long.

For a colorful style – appropriate for the more persuasive writing of sales and advertising letters.

- use adjectives and adverbs
- if appropriate, use metaphors – our new product is a miracle of modern design; or similes – our new cleaner works like magic to remove stains

COMMUNICATING EFFECTIVELY IN A BUSINESS SETTING ◆ SESSION 2

OBJECTIVES:

In order to communicate more effectively, at the end of this session students will be able to do the following:

- identify different verb tenses
- use verb tenses correctly
- use present, past and past participle parts of irregular verbs
- identify and use different styles and tones for different introductions

TOPICS:

- verb tenses
- irregular verbs
- introductions

METHODS:

- group discussion
- individual completion of exercises
- role plays

EVALUATION:

- teacher correction of worksheets
- self evaluation of how and with whom they communicate

MATERIALS:

- handouts – Verb Tense Review
  Irregular Verbs
  Using Irregular Verbs
  Role Plays

TEACHER TIPS ◆ SESSION 2

- Verb tenses and working with irregular verbs
  Assess needs and vary material accordingly

- Introductions –
  brainstorm and make lists of different expressions and idioms for greeting formally and informally. Then have them write dialogues.

- Role plays –
  (using verb tenses correctly) in pairs, introducing self to someone else:
  - ⇒ to a peer, colleague
  - ⇒ to a superior
  - ⇒ to a subordinate, new employee

- Group discussion is probably needed to break the ice. The more senior the people, the less comfortable they feel with role play.

VERB TENSE REVIEW

TENSE	*Time Words*	*Example*
Present tense Helper DO/DOES	usually, always, often typically, everyday	I work hard. He works hard.
Present Progressive to be plus ING	right now, at this time	I am working. He is working.
Simple Future Helper WILL/WON'T	tomorrow, next week, next month	I will work.
Simple Past Helper DID Add ED to regular verbs NOTE: irregular list	yesterday, last week, last month, ago, since	I worked. He talked. I went. You ate.

VERB TENSE REVIEW

TENSE	*Time Words*	*Examples*
Present Perfect HAVE/HAS plus participle	since, for, recently, lately, this week, this month, so far	I have gone. He has gone.
Past Progressive Helper WAS / WERE plus ING	yesterday, at that time	I was working. They were eating.
Real Conditional pres. tense plus WILL or CAN	IF	If I go to NY, I will see Trump Tower. If it rains, I will get wet.
Unreal Conditional past tense plus WOULD or COULD	IF	If I went to NY, I would see Trump. If I had money, I would travel.

VERB TENSE REVIEW

TENSE	*Time Words*	*Examples*
Present Perfect Continuous helper HAVE/HAS plus BEEN plus ING	Since (past) for	I have been waiting for 2 hours. He has been eating since 10:00.
Past Perfect to compare two actions in past HAD plus participle	before, since, while, by the time...	By the time he left, he had worked two hours. Before she came to work, she had drunk 6 cups of coffee.

IRREGULAR VERBS

Principle Parts

Present tense e.g. – I go, I see, I eat
Past tense e.g. – I went, I saw, I ate
Past participle
(always preceded by the helping verb **have, has** or **had**)
e.g. – I have gone, I have seen, I had eaten

VERB QUIZ

Fill in the chart below:

	PRESENT	PAST	PAST PARTICIPLE
1.	eat		
2.		knew	
3.			spoken
4.	go		
5.		swore	
6.			hidden
7.	become		
8.		gave	
9.			stolen
10.	fly		

IRREGULAR VERBS

	PRESENT	PAST	PAST PARTICIPLE
11.		saw	
12.			frozen
13.	run		
14.		sang	
15.			gotten
16.	draw		
17.		was/were	
18.			fallen
19.	bear		
20.		took	
21.			broken
22.	choose		
23.		swam	
24.			blown
25.	ride		
26.		told	
27.			brought
28.	feel		

IRREGULAR VERBS

	PRESENT	PAST	PAST PARTICIPLE
29.		lay	
30.			shaken
31.	write		
32.		grew	
33.			begun
34.	cut		
35.		did	
36.			driven
37.	light		
38.		paid	
39.			sunk
40.	stand		

IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
am, be	was	been
bear	bore	born, borne
beat	beat	beat, beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
creep	crept	crept
cry	cried	cried
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived, dove	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dry	dried	dried
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt

IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
fry	fried	fried
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang(person)	hanged	hanged
hang(thing)	hung	hung
has, have	had	had
hear	heard	heard
hide	hid	hidden
hurt	hurt	hurt
know	knew	known
lay	laid	laid
lead	led	led
lie	lay	lain
lie	lied	lied
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run

IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
see	saw	seen
shake	shook	shaken
shine(polish)	shined	shined
shine(light)	shone	shone
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
try	tried	tried
wake	woke, waked	woken, waked
wear	wore	worn
win	won	won
write	wrote	written

USING IRREGULAR VERBS

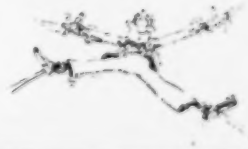
In the paragraphs below, write in the correct form of the verb in the space provided.

The director considered which of the two assemblers he should use. John (can)_____ work on his own whenever he was (give)_____ the opportunity. Ann (be)_____ with the company for ten years, and (be) _____ therefore more eligible because of seniority. He (think)_____ he (will)_____ consider the matter further.

Each (come)_____ with his own advantages and disadvantages. John, for example, (has)_____ a series of unexplained absences last spring when he (say)_____ one thing to his supervisor and (tell)_____ his co-workers something else. However, he (show)_____ that he (know)_____ the meaning of hard work when he (meet) _____ the deadlines during the pre-Christmas rush.

Ann, on the other hand, (have) _____ different good and bad points. She (be)_____ extremely loyal and (driven)_____ to the airport on several occasions and (write) _____ letters on his behalf when he (go)_____ for his promotion last year. Unfortunately, she (can) _____ not work well on her own and always (spend)_____ to much time asking for his help and advice.

He (come)_____ to the conclusion that the only solution (be)_____ to toss a coin.



ROLE PLAYS

Working in pairs, introduce yourself to your partner.

What information do you need to get across? What information would you like to get across? If you are the person listening, what clues can you pick up on, and how do you choose to respond? Remembering the different styles you might use, imagine first that you are peers/colleagues. Then think about how you would change your style if you were being introduced to a prospective new manager/director and lastly, a new subordinate employee.

ROLE PLAY

The Situation:

You are meeting a client for the first time. You need to introduce yourself, the company and the service/services you offer.

First, brainstorm as a group using information from Session 1. Think about your audience, your purpose and the style and tone you should use. What information do you need to get across? What other messages do you want to convey? Are there any words, technical terms that should be explained to the client? How are you going to organize your thoughts?

Once you have prepared what you are going to say, pair off with a colleague and practice!

COMMUNICATING EFFECTIVELY IN A BUSINESS SETTING ◆ SESSION 3

OBJECTIVES:

In order to communicate more effectively, at the end of this session students will be able to do the following:

- classify different personality types and behaviors
- identify their own and others' personality strengths and weaknesses
- identify hindering and helping behaviors and body language

TOPICS:

- classifying behaviors
- self assessment of personality strengths and weaknesses
- understanding others
- verbal and non-verbal communication
- body language – hindering and helping behaviors

METHODS:

- completion of questionnaires
- role plays
- group discussion

EVALUATION:

- self assessment

MATERIALS:

- handouts – Learning to Classify Behaviors
  A Look at Verbal and Non-verbal Communication
  Self Assessment/Self Awareness Inventory
  Ten Rules for Understanding Others

TEACHER TIPS ◆ SESSION 3

- Examination of personalities involved in communication. Need to look at self and at audience.
  ⇒ handout – audience analysis
  ⇒ handout – classifying different personality types/behaviors

- Questionnaire – self awareness/self assessment – followed by discussion

- Handout: – Ten Rules for Understanding Others

LEARNING TO CLASSIFY BEHAVIORS

Your actions may be labeled as...

AGGRESSIVE — *express yourself; dominate and set others straight; do it your way, get what you want; disregard feelings of others. You are thoughtless, rude, intimidating, look out for #1; out to get own way; abrasive; ambitious.

NON-ASSERTIVE — *deny yourself; avoid risks; stay out of trouble; quiet; passive; put yourself down; avoid hurting others; want to be liked; pushover; low self-esteem; lack confidence; hide your anger; allow others to take advantage of you; failure to gain your goals.

ASSERTIVE — *express yourself in honest and direct manner; respect yourself and others; you care; friendly; confident; cooperative; make positive statements; stand up for your beliefs and rights; not intimidated by others; not afraid to confront others; equality in relationships; will not put self or others down.

A LOOK AT VERBAL AND NONVERBAL COMMUNICATION

The Non-Assertive Way

Verbal Characteristics:

- ◊ Apologizes while speaking, for speaking
- ◊ Doesn't get to the point
- ◊ At a loss for words

Nonverbal Characteristics:

- ◊ Hoping someone will guess what you want
- ◊ Looking as if you don't mean what you say
- ◊ Weak, hesitant voice
- ◊ Eyes downcast

A LOOK AT VERBAL AND NONVERBAL COMMUNICATION

The Assertive Way

Verbal Characteristics:

- ◊ Honest statement of feeling
- ◊ Direct statements that say what you mean
- ◊ "I" messages
- ◊ Likes "win-win"

Nonverbal Characteristics:

- ◊ Attentive listening behavior
- ◊ Assured manner
- ◊ Relaxed, alert
- ◊ Firm, warm voice
- ◊ Eye contact but not staring/glaring

A LOOK AT VERBAL AND NONVERBAL COMMUNICATION

The Aggressive Way

Verbal Characteristics:

- ◊ Accusations
- ◊ "You" messages with blame
- ◊ Puts others down
- ◊ Gives no recognition

Nonverbal Characteristics:

- ◊ Air of superiority
- ◊ Sarcastic style
- ◊ Tense, shrill, demanding voice
- ◊ Cold, narrowed, staring eyes

SELF ASSESSMENT/SELF AWARENESS INVENTORY

Please respond to the following statements using a scale of 1 to 5:

Not at all like me	Somewhat like me	Occasionally like me	Usually like me	Very much like me
1	2	3	4	5

1. When in a group at work, I tend to speak and act as the leader of that group.
2. I am seldom quiet when I am with other people.
3. When I am faced with a leadership position among my co-workers, I usually accept the role without trying to get others to take it on.
4. I would rather be with people than read a good book.
5. Sometimes I expect more from others than they can do.
6. I enjoy going out frequently.
7. It's important to me that people follow the advice that I give them.
8. I like to have company over.
9. When I am in charge of a situation, I have no problem giving out tasks to others.
10. I often go out of my way to meet new people.
11. In a group, I ask more questions of others than they ask of me.
12. I often play the role of the leader and take charge of situations when necessary.
13. I like mixing in a crowd.

SELF ASSESSMENT/SELF AWARENESS INVENTORY

14. When there is a problem on the job, I usually try to get things straightened out and working smoothly.

15. I make friends very easily.

16. Other people usually think of me as being energetic.

17. I am a verbal person.

18. I try to be supportive of my friends, no matter what they do.

19. I usually enjoy myself at a really lively party.

20. When I'm in the lead in some situation, I spell out exactly what I plan to do and let others know what I expect of them.

21. I am pretty good at small talk.

22. I am very good at persuading others to see things my way.

23. I can usually let myself go and have fun with friends.

24. I don't really like the simple, quiet life.

SELF ASSESSMENT/SELF AWARENESS INVENTORY

For questions 25-30, answer "yes"(= 5) or "no" (= 1)

25. You are talking with more than one person. Someone makes a statement the you know is incorrect but you are sure the others didn't catch it. Do you let them know?
    YES (5)
    NO (1)

26. After a hard day's work I prefer to:
    YES (5) Get together with a few friends and do something active.
    NO (1) Relax at home and either watch TV or read.

27. When making plans for a small social get-together, I am most likely to:
    YES (5) Be the first to suggest some plans and try to get the others to decide quickly.
    NO (1) Make sure everyone has a say in the planning and go along with what the group decides.

28. You have just finished a three-month project which forced you to work a lot of overtime and made stress your personal life. To celebrate, you are more likely to:
    YES (5) Invite some of your friends over and throw a party.
    NO (1) Spend a quiet, peaceful weekend doing whatever you wish, either alone or with a good friend.

29. If I feel that I am underpaid for my work, I'm most likely to:
    YES (5) Confront the boss and demand a raise.
    NO (1) Do nothing and hope the situation improves.

30. I think that those around me see me as:
    YES (5) People oriented and outgoing.
    NO (1) Inward-looking and thoughtful.

SELF ASSESSMENT/SELF AWARENESS INVENTORY

ANSWER SHEET

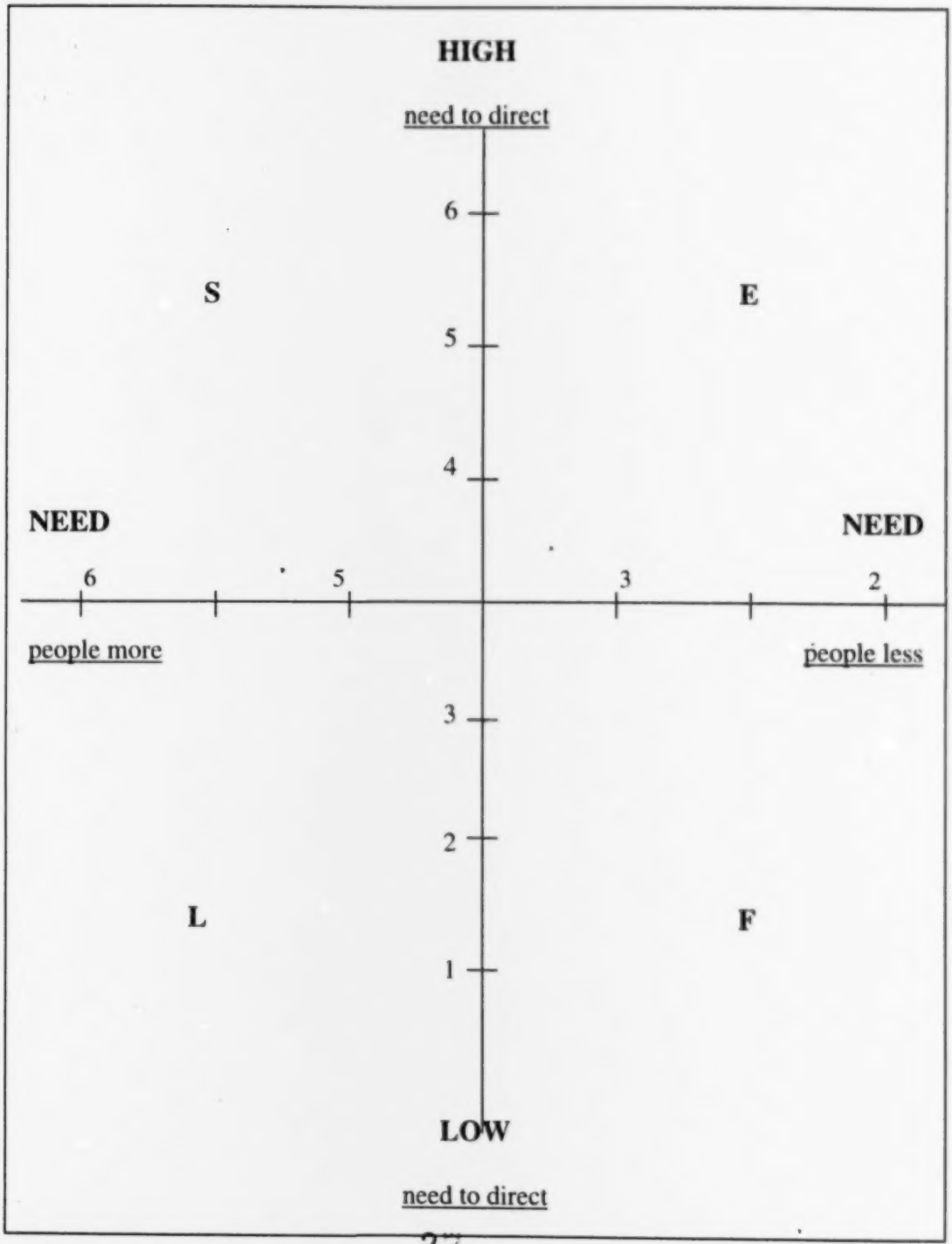
After you have answered, add each column.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____
28. _____	29. _____	30. _____
TOTAL _____	TOTAL _____	TOTAL _____

If you scored from:	Give yourself a:
1 - 21	1
22 - 33	2
34 - 44	3
45 - 56	4
57 - 68	5
69 - 70	6

DIRECT SCORE _____ PEOPLE SCORE _____

SELF ASSESSMENT/SELF AWARENESS INVENTORY



SELF ASSESSMENT/SELF AWARENESS INVENTORY

STRENGTHS

HIGH
need to direct

S	**E**
Persuasive	Practical
Risk taker	Orderly
Confident	Very direct
Inspiring	Organized
Open	Traditional
Outgoing	Economical
HIGH	**LOW**
need people more	need people less
Team oriented	Exacting
Caring	Thorough
Enthusiastic	Factual
Sensitive	Reserved
Good listener	Practical
Good friend	Calm
Peacemaker	Has high standards
L	**F**

LOW
need to direct

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SELF ASSESSMENT/SELF AWARENESS INVENTORY

LIMITATIONS

HIGH
need to direct

S	**E**
Pushy	Lives by the rules
Overbearing	Stubborn
Impatient	Unapproachable
Abrasive	Critical
Dominating	Insensitive
HIGH	**LOW**
need people more	need people less
Too other oriented	Slow to get things done
Indecisive	Perfectionist
Vulnerable	Withdrawn
Hesitant	Withdrawn
L	**F**

LOW
need to direct

TEN RULES FOR UNDERSTANDING OTHERS

1. **BE SURE YOU *WANT* TO UNDERSTAND OTHERS**
2. **LOOK FOR GOOD IN OTHERS**
3. **AVOID EXPECTING PEOPLE TO BE PERFECT**
4. **DEVELOP A FEELING OF EMPATHY**
5. **AVOID STRESS-CAUSERS BY CONTROLLING YOUR ATTITUDE**
6. **DON'T BLAME YOURSELF BUT DON'T BLAME OTHERS, EITHER**
7. **LEARN TO LISTEN ATTENTIVELY**
8. **GET ALL THE FACTS**
9. **EXPRESS APPRECIATION - LET PEOPLE FEEL IMPORTANT**
10. **BE PATIENT**

COMMUNICATING EFFECTIVELY IN A BUSINESS SETTING ◆ SESSION 4

OBJECTIVES:

In order to communicate more effectively, at the end of this session students will be able to do the following:

- identify common non-verbal signals
- clue in to different cultural non-verbal messages
- identify different regional and cultural conversational styles
- listen actively

TOPICS:

- non-verbal signals
- cultural differences in non-verbal signals
- different regional and cultural conversation styles
- listening actively

METHODS:

- worksheets
- role plays
- group discussion

EVALUATION:

- self assessment

MATERIALS:

- handouts – Unspoken Messages
  Hindering and Helping Behaviors
  Clueing in to Different Non-Verbal Messages
  Conversational Style
  Guidelines For Active Listening

TEACHER TIPS ◆ SESSION 4

- The discussion involved in this session is probably the most important in this course. Students should be encouraged to talk about their cultural differences and how they perceive others, as misunderstanding is so often the reason for communication breakdown.

- Discussion and Role play: Have students come up with real life situations, for example "How long do you hold onto someone's hand when you shake hands?"

UNSPOKEN MESSAGES

Based on your observations, think of some common nonverbal signals associated with each spoken message shown below.

Example:

Spoken message: "I'm confused" or "I disagree."
Nonverbal communication: shrugging shoulders, shaking head from side to side, glancing away, squinting eyes, wrinkling forehead

1. **Spoken message:** "I'm going to be late."

   Nonverbal communication:_____

   _____

   _____

2. **Spoken message:** "I'm surprised."

   Nonverbal communication:_____

   _____

   _____

3. **Spoken message:** "I'm angry."

   Nonverbal communication:_____

   _____

   _____

4. **Spoken message:** "I'm busy."

   Nonverbal communication:_____

   _____

   _____

HINDERING AND HELPING BEHAVIORS

HINDERING BEHAVIORS	HELPING BEHAVIORS
Lean away with hands clenched, arms crossed and legs crossed.	Lean forward with hands open, arms uncrossed and legs uncrossed.
Look at the other person for less than 50% of the time.	Look at the other person for approximately 60% of the time.
Listen silently with no continuity noises and/or interrupt before the other person has had their say.	When listening nod and make "I'm listening" noises such as "um" "yes" "really?"
Have a blank expression.	Smile.
Sit opposite the other person.	Sit beside the other or if this isn't possible, at a 90° angle to them.
Don't use the other person's name or use it artificially so that it jars.	Use the other person's name early on in the transaction.
Don't ask questions or ask closed questions.	Ask the other person open questions.
Offer no summaries and don't check your understanding.	Summarize back to the other person what you think they have said.
Stick rigidly to saying things that are routine and standard.	Say things that refer back to what the other person has said.
Don't acknowledge the other person's expressed feelings or point of view.	Show empathy by saying you understand how the other person feels and can see things from their point of view.
Acquiesce or never explicitly agree with the other person.	When in agreement with the other person, openly say so and say why.
Pick holes in the other person's ideas.	Build on the other person's ideas.
Criticize the other person.	Be non-judgmental towards the other person.
Disagree first then say why.	If you have to disagree with the other person, give the reason first then say you disagree.
Be defensive and never admit to any inadequacy.	Admit it when you don't know the answer or have made a mistake.
Be secretive and withhold information from the other person even though it affects them.	Openly explain what you are doing, or intending to do, for the other person.
Have visual and verbal behaviors out of step with each other.	Be genuine, with visual and verbal behaviors telling the same story.
Don't give the other person anything.	Give the other person something even if it is only a name card, or piece of paper with notes on it.

Remember the choice is yours and, so far as other people are concerned,
you are your behavior.

ROLE PLAYS

The Situations:

* A colleague comes in to chat about a movie he saw last night. You need to finish a report for a meeting this afternoon.

* You notice that your secretary was crying when she came into work today.

* You disagree with the figures that were put together by your research department.

* Your colleagues present you with a birthday card and a bottle of wine on your birthday.

CLUEING IN TO DIFFERENT NON-VERBAL MESSAGES

Different cultures give different meanings to expressions, gestures and other non-verbal signals. Being unaware of these can lead to misunderstandings. For example, in North America, **eye contact** is seen as a sign of honesty. In other countries, dropping the eyes is a sign of appropriate deference and respect to a superior.

What are other signals that might be confusing?

(Some clues might be: smiling, controlling emotion, personal space, touch.)

- In the United Kingdom, there is a tendency to make **understatements:**
  "It will be quite nice to be able to work together."

- In the U.S.A., we tend to **overstate:**
  "It's impossible, but we can do it."

What are different cultures' styles regarding **compliments** or **silences**?

CONVERSATIONAL STYLE

Not only do different countries communicate differently, but there are many variations by individuals within those countries. The important thing to remember is to try to understand and then to tolerate those differences.

? Do you see interruption as rude?

? Do you say things while others are still talking to show that you're interested and to encourage them to say more?

? Do you show interest by asking lots of questions?

? Do you see questions as intrusive and wait for people to volunteer whatever they have to say?

? Do you ask direct questions or indirect questions?

GUIDELINES FOR ACTIVE LISTENING

- **Focus your attention**
  avoid distraction and daydreaming

- **Identify the topic**
  what does the speaker what you to know or do?

- **Think about the background knowledge you already have**

- **Grasp the main ideas**
  identify the key points of the message

- **Tune in to the feeling behind the word**

- **Try to identify precisely what the feeling is about**

- **Try to clarify exactly why the person feels so strongly about it**

- **Check your understanding**
  summarize/restate in your own words

- **Take notes if necessary to help you understand and remember**

COMMUNICATING EFFECTIVELY IN A BUSINESS SETTING ◆ SESSION 5 & 6

OBJECTIVES:

In order to communicate more effectively, at the end of this session students will be able to do the following:

- identify and use different methods to present their ideas
- organize thoughts for impromptu speaking, using PREP formula
- use the Point/Counterpoint technique
- prepare for question and answer sessions

TOPICS:

- verbal vs. written communication
- formal vs. informal communication
- impromptu speaking using the PREP formula
- Point/Counterpoint
- question and answer sessions

METHODS:

- group discussion
- individual presentations

EVALUATION:

- self assessment
- peer critiques of presentations
- comparison between first role-play (Session 2 and final presentation)

MATERIALS:

- handouts – PREP Formula
  Point/Counterpoint
  Question and Answer Sessions
  How to answer questions

TEACHER TIPS ◆ SESSION 5 & 6

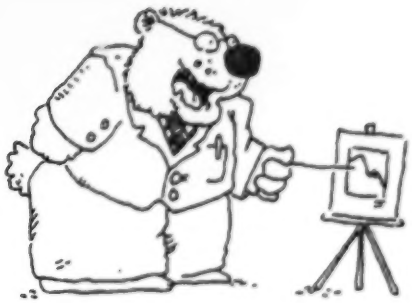
- discussion on the best way to present your point of view in different situations
  ⇒ verbal/written
  ⇒ formal/informal

- How to organize and present ideas
  ⇒ PREP Formula
  ⇒ Point/Counterpoint

- Extend to reporting information for final assessment – e.g. report the state of a project you have been working on.
  ⇒ Conduct Q&A sessions

- Discussion on class content

PREP FORMULA FOR IMPROMPTU SPEAKING



To encourage clear and organized thinking as an aid for clear speaking, use the **PREP** formula.

PREP

P---------- Point

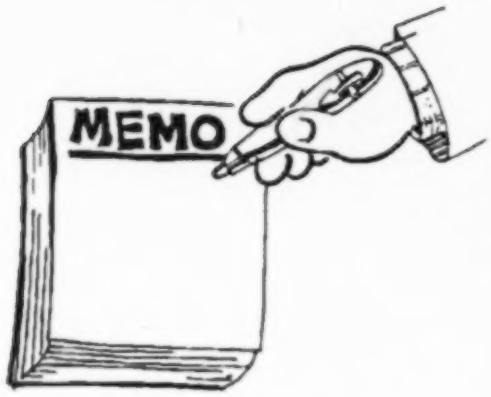
R ---------- Reason

E---------- Example

P---------- Point

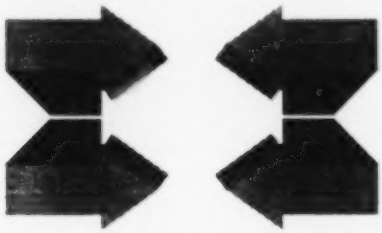
I like the people I work with.	**Point**
Because they show concern for each other.	**Reason**
For example, when Joe was in the hospital, they all chipped in and bought him a fruit basket.	**Example**
Therefore, I really look forward to coming to work.	**Point**

PRACTICE WITH THE PREP FORMULA



You can enlarge on this formula to suit your needs. However remember to organize what you want to say in your mind before you actually say it. Now, using PREP, give a quick status report on a project that you are working on at present.

POINT / COUNTERPOINT



This technique shows active listening skills, that you understand the other person's point of view.

Point	State a position
Counterpoint	State the opposing position
Argument	Present your case supporting your view, attacking the opposing view, or both
Conclusion	Sum up your position as a proven proposition, and ask for action

Example:

Point	Some people think that everybody should have an MBA.
Counterpoint	Others say it is an overrated degree.
Argument	In practice, many companies when hiring will look at a person's experience in the field over his/her theoretical knowledge.
Conclusion	So, before you commit yourself to further studies, you might want to consider expanding your job experience.

QUESTION AND ANSWER SESSIONS

General Tips

? Anticipate the most likely questions and prepare suitable responses

? Jot down statistics, dates, and other specific information

? Don't interrupt a question

? Repeat the question in your own words so that the audience can hear it and you have time to think about your answer

? If you are challenged, try "Yes, but . . ." to agree with a minor aspect of the question, but then go on to refute the questioner's position
If the questioner persists, don't get into an argument – suggest discussion after the session

? Spread questions around the room to avoid any one person dominating

? If questions aren't forthcoming, try *posing* a few yourself and *answering* them

HOW TO ANSWER QUESTIONS

❶ Prepare:

anticipate
prepare
practice

❷ Repeat the question:

buy time
let everyone hear it
make sure you understand the question
concentrate on the concept of the question

❸ Maintain the same style:

Don't suddenly shift into jargon or incomprehensible language
Don't become more nervous when you ad lib
Don't be afraid to say "I don't Know" – but try to get back to that person at a later date

❹ Involve the whole audience:

Keep 20% of eye contact on the person who asked the question and 80% to the rest of the audience

❺ Don't rate or judge the question:

Don't say, "What a good question," or "Weren't you paying attention?"

HOW TO ANSWER QUESTIONS

❻ Neutralize negative questions

Turn negative comments or questions into positive answers

e.g.: "I think your product stinks!"

"Oh, so you're asking about the quality of our product? Yes, independent testing shows that . . ."

❼ Bring the Q/A session to a close

Say, "Time for three more questions" or "We have a few more minutes"
Rephrase your summary